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ABSTRACT

Schools, colleges, and departments of education (SCDE's) should respond to the needs of prospective educators who wish to work outside the regular classroom as adult educators, recreators, community educators, agency-based counselors, and vocational trainers. Greater involvement in this growing area of teacher training is congruent with the SCDE's social mission and can also assist in the economic survival of the institution. SCDE faculty will have to become knowledgeable about their students' choices to work in nonschool settings, including the characteristics of clients, work environment, financial support, and status of nonprofit and private corporation jobs. Most faculty members have some transferable knowledge from the university as a workplace, with implications for other, nonschool settings. Other sources of information can be gained from reading and discussion, personal involvement, contacts in the field, and visits to other SCDE's where programs already exist. The proposed development calls for ownership, accountability, and responsibility on the part of SCDE's, if they are to succeed in serving the needs of professionals to work in diverse situations. (PG)

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BRINGING ABOUT EFFECTIVE PRACTICES OF EDUCATION IN NON-SCHOOL SETTINGS

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INTRODUCTION

The question of how to create conditions for the effective practice of education in non-school settings is engrossing and perplexing. It is engrossing because the universe implied by the phrase "non-school settings" is vitrually infinite. It forces professional educators to think through the implications of their work for settings other than schools; it may force them to re-examine their value system, their own practices, and their professional affiliations. Understanding will demand rigorous, long-term research and study. It is perplexing because of the very complexity of the field, the varied motives for entry into it, the difficulty of achieving congruence in goals, and the personal dilemmas it raises.

The phrase "effective practice" has infinite implications as well, and one must settle on a few of them. Conditions that affect effective practice include: understanding of the workplace, strong self-concept, adequate financial reward, support, solid professional training, clear understanding of organizational expectations, and opportunity for advancement.

The conscious preparation of educators for non-school settings by schools, colleges, and departments of education (SCDEs) have moved dramatically from articulated theory and aspiration in the mid-seventies (Houssam, et al, 1976; Nash, Ducharme, 1975-76; Imig, 1975; Corrigan, 1976) to specific program development at over two hundred institutions in the late seventies and early eighties (ERIC, 1979; Brandt and Covert, 1980; Carlson and Lockwood, 1980; AACTE Commission Statements 1979-80). Indeed, Brittingham and Kelly are unequivocal in their statement: "The trend toward human service programs in education departments and colleges is unmistakable." (Brittingham and Kelly, 1980, p. 7)

Thus it is no longer news to write or talk of SCDEs becoming involved in preparing educators for non-school settings as it was just a few years

ago. The news may be what it is specifically that SCDEs are doing in such preparatory programs, a subject the writers will later address in this paper.

PHILOSOPHY AND RATIONALE

Simply because over two hundred SCDEs are in various phases of program development to prepare educators for non-school settings, of course, is not sufficient reason for the other one thousand or so institutions to fashion such programs. There must be a better reason than the fact that others are doing it.

The most compelling reason for SCDEs to become involved is that such programs are philosophically congruent with the goals and purposes of SCDEs. Primary among these has been the preparation of educators; historically, this preparation has focused on the schools because, for several generations, that is where most education outside of the home occurred. The situation in 1981 is significantly different; Lawrence Cremin expressed it effectively in his 1978 Charles W. Hunt Lecture:

> Most important for our purposes, this complex of resclutions has transformed the traditional profession of education at the same time that it has created a variety of new educating professions -- one thinks, for example, of day care workers, scriptwriters in children's television production units, learning consultants in libraries and museums, training officers in business and industry, and gerontologists in senior citizens'centers.
> (Cremin, 1978, p. 18)

The society still needs and employs the educators prepared in SCDEs; the point is that it utilizes them in many places in addition to schools. The primary task of SCDEs remains the preparation of effective educators.

The employment of SCDE graduates by agencies other than schools is, of course, not a new phenomenon. Rather, the attention on the fact is new, as is the attempt to force SCDEs to be more conscious of and responsible to the fact. The historical contexts for the actual roles and

positions other than in traditional schooling roles that SCDE graduates have assumed as well as the exhortations for SCDEs to become conscious sponsors of such placements have been well stated by Bernier and McClelland (1980) and others. Bernier and McClelland point out that George Counts, in 1925, was exhorting schools of education not to limit themselves to a small sphere of activity, They also observe that:

> In fact, teacher education insitutions have been preparing educators for non-school settings for some time, as is illustrated by this history of programs for adult educators, recreators, community educators, counselors in agency settings, and vocational trainers. What distinguishes the current movement is that it represents a shift in defining the central mission of school of education...
>
> (Bernier and McClelland, 1980, p. 31)

Whether or not one agrees that the current movement represents a "shift in defining the central mission" is perhaps irrelevant. Clearly, the conscious preparation of such individuals would move it from the peripheral and accidental to part of the centrality of institutional missions.

SCDEs have a mission to the society; viz., the preparation of effective educators. They also have an obligation to their graduates, an obligation that includes acknowledgement of their work and ownership of responsibility for training. SCDEs have been serious about this with respect to their school-place graduates at least during the year before, year of, and year after of NCATE evaluations. The record is not so good with respect to graduates who go to agencies other than schools, a group getting increasingly larger. "Between a third and a half of today's graduates of SCDEs are finding education-related positions outside the school setting." (Brandt and Covert, 1980, p. 18)

In the past, SCDEs could be cavalier about the effectiveness of those graduates who accepted psoitions in other than traditional educational settings. The institutions never claimed responsibility for such placements;

they could logically not be held accountable for the results. In fact, the institutions paid so little attention to these graduates that they were rarely, if ever, counted among those who had taken educational positions upon graduation; they were counted among "other." An examination of Brandt and Covert's 1980 study reveals that they encountered difficulty in gathering information about recent graduates from SCDEs who were employed in diverse settings. In the 1980's however, with increasing numbers of institutions claiming human service education programs, growing placements of SCDE graduates in non-school settings, and likely continued slow growth in other areas, these conditions characterizing SCDEs will change.

Greater involvement of SCDEs, then, is a necessary accompaniment of their commitments to their students and graduates, commitments which include strong preparation, appropriate placement, and effective followup. SCDEs must begin to think of their students and graduates in terms of more expansion than teachers, counselors, and principals. Educators is the word.

Of course, there are reasons for SCDE involvement in educators in non-school settings in addition to philosophical congruity. Not the least of these is that such involvement assist in the survival of SCDEs, a not inconsiderable item. Burch addresses this point well when she observes that:

> Even if there were to be a shortage of newly qualified teachers in the mid-eighties (at earliest) there should be enough teachers available in the reserve pool to fill many of these openings for several years after any shortage period begins. At best, we know that the job market will not be favorable if we continue to place our hopes on the traditional market for teachers.
>
> (Burch, 1980, p. 2)

Burch goes on to state that many current graduates are finding places in "new mission areas: and that "there is clearly a need to be met, and students

to be served." One need not dwell greatly on the "marketability" of educators for non-school settings beyond the facts that there are many emerging roles and most seem in harmony with SCDE goals.

Other reasons have been advanced for specific SCDE involvement. Briefly summarized, they are as follows:

* Some SCDE graduates have always obtained educational positions in non-school settings, and, therefore, they should be supplied with adequate, focused training and preparation in these roles.
* Non-school settings are merely a logical extension of school sites and the related study and knowledge.
* Learning and human development are areas of SCDE expertise as well as critical knowledge areas for work in non-school settings. The fusion should occur.
* Public acknowledgement, through such vehicles as college catalogs, of preparation, placement, and followup of educators in non-school settings might provide for an increase in enrollment.
* In an increasingly learning-oriented society, SCDE, should assume leadership in the preparation of educators for multiple settings.

IMPLICATIONS FOR FACULTY

The most critical element in SCDE preparation of educators for any setting, school or non-school, remains the faculty. They are the ones who historically have helped students understand and begin to work effectively in schools; they will have to do the same for non-school settings. Many already have. Many more will need further education for themselves.

Most SCDE faculty can say, indeed should say, that they know very little about these non-school settings. And if a part of effective practice is knowledge of setting, then programs preparing persons for roles in diverse settings may be based in part on weakness if faculty remain uninformed. Another interpretation is that their heavy emphasis on schools may have precluded SCDE faculty from seeing broader implications of their hard won and highly prized knowledge about school settings, may, in fact, have limited them from seeing the broader applications of the skills, knowledge, and attitudes they espouse. The writers of the AACTE statement The Practice

of the Profession of Education in Diverse Settings are uncompromising on this point. After commenting on the domains of SCDE faculty, they observe that:

> SCDEs have the expertise to provide this body of knowledge and these skills and values to persons who are preparing to practice in a range of settings. (AACTE, 1980)

The point, of course, is not that ignorance of diverse settings is desirable; rather, it is that an incomplete state of knowledge about specific settings should not be seen as an impediment to begin important work, work that depends on well-grounded knowledge about human beings and their ways of learning and knowing. This is the province of professional educators.

Yet SCDE faculty still will want and need to become knowledgeable about settings in which their student will work, despite reassurances that the knowledge, skills, and attitudes they can impart may, in fact, be useful to a broader clientele than previously affected. What are some of the characteristics of the settings that human services educators will be entering?

CLIENTS: Perhaps the major element of a social or human service setting is the client, inasmuch as personnel spend their major time working directly with or in behalf of clients. Two characteristics of these client groups are most outstanding: they tend to be adult and needy.

SURROUNDINGS: The agency offices in which human and social service personnel work are generally bare and sterile with little other than an occasional poster to mark or indicate personal occupancy, conditions in large part occasioned by high turnover and transfer of personnel. In addition, offices and centers tend to be located in less-than-affluent neighborhoods. These conditions suggest the need for SCDE faculty and students to acquaint themselves with these offices and to steep themsleves in the appropriate literature.

SUPPORT: Unlike public school financing which, however meager or lavish, tends to be predictable from year to year, funding for human and social services tends to fluctuate widely based on politics, health of the national and local economy, new social needs, and population changes.

STATUS: School teachers occasionally express resentment as public support for them ebbs and flows with the latest Gallup Poll. The army of human and social service personnel, because of the nature of their client groups, is rarely thought of by the public except perhaps to question where the welfare funds are going. Even then, the level of feeling tends to be pointed at "welfare people," not those who provide service.

These characteristics apply largely to the not-for-profit human and social service agencies and programs, public and private. The chief distinction between the public and private is that the latter tend to be smaller, more intimate, and less subject to vagaries of politics.

SCDE graduates also take positions as educators in private corporations. These settings are significantly different in terms of the characteristics noted above. The clients are fellow workers generally at least as well off financially and socially as the educator; the surroundings are in keeping with the general affluence of the corporation; support is contingent upon performance and continued need; status is, again, a by-product of the organizational status.

SCDE faculty must become knowledgeable about non-school settings. Their knowledge can come from a variety of sources. There is, first, the store of knowledge they have that may be "transferable." Included as possible areas are learning and human development, pedagogy, group behavior and so forth. In addition, they may possess sound knowledge and understanding of their own institutions. If they have the skill to understand their institutions, they may be much more ready to understand seemingly unfamiliar organizations than they thought. Sanford argues that the university bears

many parallels to other organizations.

> I think it is safe to assume that the university is much like other corporate structures today; and that a given university functions much in the manner of other large organizations such as banks, manufacturing companies, hospitals, government agencies, and so on... work is increasingly differentiated and specialized; roles are rigidly defined; communication among various divisions and departments is difficult; responsibility is diffused; individuals are alienated from their work, themselves, and each other, and feel powerless to change anything. (Sanford, 1980, p. 233)

Certainly, as Sanford describes it, the university bears great resemblance, in certain characteristics, to the varied organizations and institutions implied by the phrase non-school settings. Increased knowledge of self and self in place is a possible aid to faculty seeking the "new" knowledge and skill; parts of them may not be so new, after all.

In addition to the enrichment coming from an enlarged understanding of their own workplace and its implications for understanding other places faculty must acquire a specific knowledge of a series of non-school settings. This knowledge can be achieved in a variety of ways.

One of the first, and certainly one of the most acceptable to academic minds, is through reading and discussion. Some of the writings of Seymour Sarason (1977) with their provocative descriptions of workers, their places of work, and their problems, would be a rich source. The kinds of work Sarason focuses on have immediate application. Chenault's work (1978) is applicable as well.

Second, faculty must spend some time themselves in these settings and begin to acquire a personal familiarity with them. This can occur in a variety of ways. This writer spent portions of two different semesters teaching his formerly university-based courses to groups of human service personnel on site. This type of experience forces consideration of how individuals function in these settings, the potential value of instruction in the settings, and the ways in which the organization is both alike

and different from the university. Faculty can, for varying lengths of time, exchange roles with "diverse settings" personnel. They can visit with students who may be interning in some of the many settings.

Third, they can use their colleagues in their own and other academic units. Almost all SCDEs have individuals in them who have consulted or are consulting with external groups, have interned or worked in varied settings, have researched and written about such settings. Departments of social work, psychology, political science, business, economics, resource management, agriculture, allied health, law -- these and others are likely sources of valuable experience, information, and insight. SCDE units might well schedule exchange seminars with appropriate individuals from these units. In addition to informing faculty, they might also serve the longer-term need for collaboration. A program for the preparation of educational professionals to practice in diverse settings is, on most campuses, likely to be interdisciplinary in nature and thus cross and integrate academic units.

Fourth, they can visit other campuses where programs are in more advanced stages of development. AACTE has maintained, and will continue to maintain, listings of current programs and their progress. (AACTE, 1979) Sabbaticals could be planned so as to include major portions of time spent at some or one of these institutions.

For many, these four suggestions may seem extreme, suggesting as they do that it will be necessary for faculty to alter their lives if such programs are to succeed. Indeed. The development of programs that <u>specifically</u> address the education of professionals to work in diverse settings is a departure from a long-term norm, that of preparing professionals to practice in a particular setting and allowing those who do not to shift for themselves. The proposed development calls for <u>ownership, accountability, and responsibility</u>. The move from casual acceptance to sponsorship of one of seriousness and ought not to be taken lightly.

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